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ABSTRACT

Intended for use by business education as well as speech communication instructors, this manual describes a unit designed to increase college students' confidence in themselves as communicators in employment interviews. The introductory section of the manual provides general objectives, instructor guidelines, and general guidelines for the unit. The remaining six sections deal with the following topics covered in the unit: (1) recognizing the importance of self-concept as a communicator in the interview setting, (2) how to evaluate oneself realistically, (3) how to analyze personal attributes and project them as employable skills, (4) how to express those strengths orally, (5) oral activities, and (6) concluding activities. A series of ten handouts related to the various sections are appended. (FL)

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SELF-CONCEPT AS A COMMUNICATOR IN THE EMPLOYMENT INTERVIEW: AN INSTRUCTIONAL UNIT

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INTRODUCTION

This manual has been designed to give instructors the flexibility of integrating the proposed unit on employment interviewing into a variety of courses (i.e., Business Communication, Interpersonal Communication, Interviewing, vocational training/career awareness type courses, etc.). The primary purpose of this unit is to increase the student's concepts in themselves as communicators in the interview setting. Throughout this unit of instruction, therefore, the importance of self-acceptance and maintenance of one's self-image will be stressed.

In order to accomplish the objectives of this unit, students will be required to: 1) discuss ways in which the self-image is acquired and maintained; 2) evaluate themselves realistically; 3) analyze their strengths as to employable skills; and 4) voice their strengths out loud. A detailed description of these tasks as well as guidelines for implementation are included in this manual.

Each section of this unit is dependent upon the previous lesson as well as the underlying emphasis on self-concept. The student will move forward toward achieving unit objectives throughout the course. While the activities are to be non-graded, participation of every student is essential and should be recorded for a general "attendance" or "individual level of participation" grade. Students

The following instructional unit is part of a master's thesis in Speech-Communication. The unit has been empirically tested in actual community college classroom settings. Highly significant results were obtained which support the use of this method of teaching interviewing in the college classrooms used. A pre and postest questionnaire is also available upon request.

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should be informed of the necessity for regular attendance.

Introductory material is to be imparted via the lecture method. This is in accordance with research findings which suggest that the lecture method has proven to be the most effective teaching strategy when the instructor's objective is to impart new information (McKeachie, 1978; Ohmer, 1978). After delivery of that information, student questions and discussion should be encouraged as a means of further developing concepts (McKeachie, 1978).

In McKeachie's summary of the research, he concludes that discussion provides students with an opportunity to integrate, apply, and problem-solve (1978). Another benefit of the discussion method is feedback from other students, making rich sources of information available through an interchange of ideas. Both discussion and feedback are an integral part of the teaching strategy proposed for this unit of instruction.

General Objectives

The following is a list of objectives to be emphasized by the instructor and accomplished by the student. Objectives will be operationalized through various written and/or oral exercises. Some of these objectives are overlapping, that is, they will be emphasized first in writing and then, in oral communication. Reference will be made to the particular aspect of each objective to be met at the beginning of each

section of this manual.

1. Students will be able to increase their confidence in themselves as interviewees and as communicators.

2. Students will be able to analyze and discuss ways in which self-image is acquired and maintained.

3. Students will be able to objectively generate a list of past accomplishments that relate to the desired job.

4. Students will be able to analyze and verbalize past accomplishments in terms of their value to the prospective employer.

5. Students will be able to express their positive qualities clearly and confidently, with emphasis on choice of words that are consistent with the picture they choose to present to the employer.

6. Students will be able to confidently answer the question, "Why should I hire you?," in terms of their personal achievements and qualifications.

7. Students will be able to practice self-praise and provide a supportive atmosphere and realistic feedback for each other.

In an effort to provide a learning experience in which students will be motivated to achieve these objectives, instructors are asked to focus their classroom communication on Del Polito's four basic propositions which are derived from self-concept theory:

1. Self-concept (one's total perceptual appraisal of oneself--physically, socially, academically, and psychologically) guides and directs behavior.

2. An individual's self-concept can be modified or changed in certain social interactions.

3. Although there are a variety of ways self-concept develops (e.g., labeling dominant behavior patterns and social comparisons), self-concept develops primarily through interactions (communication) with others.

4. The more influencial interactions are those involving significant others--those persons who reinforce the individual's perception of him/herself (1974).

An underlying assumption of Del Polito's set of propositions is that the teacher can be a significant person in the student's life. The methods of interaction and evaluation outlined in this manual are based upon self-concept theory and teacher behavior in the classroom. The teacher as a model and as a significant other is encouraged to practice self-concept enhancing behavior throughout this unit of instruction.

SELF-CONCEPT ENHANCEMENT AND EVALUATION

Instructor Guidelines

1. Facilitate student-centered learning. Actively assist students to see themselves as planning, purposing, choosing individuals, responsible and accountable. Students can grow, flourish, and develop much more readily when the significant person "projects an inherent trust and belief in their capacity to become what they have potential to become" (Hamachek, 1971, p. 202).

2. Help students to select experiences which reflect their own particular needs, interests, and concerns, provide a challenge, and yet help maximize success. Not all students will be motivated in the same way or interested in the same things; the instructor needs to make success more available in more different ways.

3. Personalize your teaching. Appear sincere, uncalculating, and attuned to students as individuals.

4. Provide the student with flexible, yet definite goals for success. When limits are clear, the individual learns to rely on his/her own judgments and interpretations of events and consequences. This is particularly important for the highly anxious student who requires a structured situation in which to operate.

5. Highlight the student's specific strengths, assets, and skills to aid the student in sorting out his/her own strengths and weaknesses. The student needs to know his/her own capabilities in order to gauge the probability of success.

6. Alleviate ambiguity, disrespect, and rejection in your interactions with students.

7. Maintain a classroom atmosphere of warmth and acceptance. The more positive the students' perceptions of their teacher's feelings toward them, the more positive their self-image, the better their achievement, and the more desirable their classroom behavior. In addition, teachers who like pupils tend to have pupils who accept and like each other.

8. Praise yourself. Recognize and acknowledge your own strong points in the presence of your students. Your recognition of your own strong points will provide an impetus for your students to praise themselves.

9. Do not prejudge your students. Be honest and accurate in your evaluations, while avoiding comparisons with peers. A teacher's expectations for a student's performance is a significant determinant of how the student actually responds.

10. Personalize evaluative comments, giving encouragement to students. Evaluation, whether oral or written, which is more personal, in which the evaluator appears to take into consideration every action, attends to subtleties in behavior and modifies his/her appraisal accordingly, should have a greater impact on the student's self-concept.

11. Provide students with a continuous, long term exposure to a particular appraisal. From a credible and personalistic source, it should have profound effects on self-concept.

12. Provide classroom experiences for each student to receive acceptance from peers.

13. Provide classroom experiences for students to praise others. Persons with high self-esteem show greater acceptance of others.

14. Help students to evaluate themselves realistically. Evaluation should be based on the student's comparison of his/her actual performance with his/her own personal standards.

15. Urge students to concentrate on improvement, rather than perfection.

16. Provide classroom experiences for students to praise themselves. Self-accepting individuals tend to have higher self-concepts. Positive self-evaluation in the form of verbal reinforcements is positively related to self-concept.

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SELF-CONCEPT ENHANCEMENT

General Guidelines

To facilitate growth and learning through self-concept enhancement, we must:

1. Understand that we communicate what we are, not just what we say. We communicate our own self-concepts far more often than we communicate information (subject matter).

2. Understand that anything we do or say could significantly change an individual's attitude about himself/herself for better or for worse. We must understand the implications of our role as persons who are important or "significant" to others if we are to utilize that role properly.

3. Understand that individuals behave in terms of what seems to be true, which means many times communication occurs, not according to what the facts are, but according to how they are perceived.

4. Be willing to deal with what a message means to different people. In the truest sense of the word, we must be willing to deal with the interpretation of a subject as we are to deal with the information about it.

5. Understand that we are not likely to get results simply by telling someone he/she is worthy. Rather, we imply it through trust and the establishment of an atmosphere of mutual respect. One good way to start is to take time to listen to what others have to say and to use their ideas when possible.

6. Understand that behavior which is distant, cold, and rejecting is far less likely to enhance self-concept, than behavior which is warm, accepting, and discriminating.

7. Be willing to be flexible in your communication with others.

Del Polito, Carolyn,

Intrapersonal Communication

SPECIAL UNIT INSTRUCTIONS TO THE TEACHER

1. Evaluation of students should emphasize strengths, being positive in tone. Evaluation in noting weaknesses should lead to improvement.
2. Progress in self-evaluation, both written and orally, should be stressed throughout the course.
3. The underlying importance of self-concept as a communicator and as an interviewee should be emphasized throughout the course.
4. Give students adequate time to formulate their inventory appraisals at the various stages. This should be an ongoing project throughout the course.
5. Keep students informed as to the various stages of development planned for this unit of instruction. Emphasize the importance of beforehand preparation for this class as well as for the job interview.
6. Tape recorders must be ordered in advance through the audio visual department.
7. Suggest further reading of the various books on interviewing to students.
8. Instructors are encouraged to explore the recommended reading list to supplement the lectures, discussions, and exercises provided in this manual. Selected references have been included as a suggested reading list for the teacher.
9. The following program involves at least 12 hours of class/counseling time.

NOTE TO TEACHER:

Based upon the practical experience gained in this study, the following recommendations/adaptations to this manual are suggested:

1. It was found that students' were more creative with their various strength inventory lists when the handouts were not given out until they had had a chance to do the assignment on their own.

2. It is essential that this program be integrated into an interviewing course that covers other aspects of the job interview as well (i.e., application, resume, etc.)

3. While the personal comments and feedback given to each individual student throughout this unit were time consuming to the teacher, they resulted in a harmonious, trusting classroom atmosphere. Students seemed to benefit from the positive, honest feedback received in such a way that it was evident in their interviewing performances.

4. The emphasis was intended to focus on the student's positive attributes. It was discovered, however, that students wanted honest feedback on their weaknesses as well. Throughout this unit, development of a realistic self-concept should be stressed. Students should be aware that they can change certain things about themselves if they so desire and are willing to work at those changes.

SECTION ONE

I. Unit Introduction: Recognizing The Importance of Self-Concept As A Communicator In The Interview Setting

Instruction in this section emphasizes the importance of an individual's self-concept, first in a general sense, and then, how it applies to the interview setting--self concept as a communicator. Material in this section should be reemphasized throughout the course.

II. Objectives

A. Students will be able to recognize the importance of their self-concepts as communicators in the interview setting.

B. Students will be able to analyze and discuss ways in which the self-image is acquired and maintained.

III. Instructional Strategy

A. Materials

1. Handout: "Self-Concept" (#1) and Assignment #1 (Give to students as a home assignment at least one meeting prior to the lecture)

B. Method

1. Lecture and discussion (Allow 45 minutes)

C. Content Outline

1. Begin with a general definition of self-concept:

a. Your self-concept can be thought of as the image you hold of yourself (Adler & Towne, 1978).

b. Imagine a special mirror that not only reflects physical features, but also allows you to view other aspects of yourself--emotional states, talents, likes, dislikes, values, roles, and so on--the reflection you see looking back at you in that mirror is your self-concept (Adler & Towne, 1978).

2. Our self-concepts are developed through all of our past experiences and our interactions with the people around us.

   a. Social interaction accounts for the foundation of our self-concept formation. This interaction is the underlying factor upon which we base much of our self-understanding. Our public and private conduct also stems from the social acceptance we receive in daily interactions.

   b. Beyond these underlying ideas, the attainment of self-concept is experienced in a unique way by each individual.

   c. Some of the processes that researchers contribute to self conception are:

      1) Others percpetions of us, what we imagine those perceptions to be.

      2) Evaluations of others, especially when by "significant others"--those whose opinions we highly value.

3) Social comparison--by comparing ourselves with others, their likes and dislikes. The importance placed on a particular characteristic by the people with whom we associate may alter our self-concepts.

3. In our relationships with others, we tend to seek out people who enhance, rather than degrade, our self-concepts. A healthy self-concept is maintained through positive, realistic evaluation from others, as well as a positive self-evaluation.
   a. Your attitude about yourself influences the way other people perceive you. This attitude is often revealed through the language you use to talk about yourself.
   b. The way you talk about yourself everyday, and in the interview setting, reflects either a positive or negative self-image.
   c. People who are overly critical of themselves tend to portray a negative self-concept. To a certain degree, we all have a tendency to put ourselves down, rather than praise ourselves.
   d. While bragging is an unacceptable act in our society, a form of self-praise--communicating achievements out loud--is <u>expected</u> of you in the job interview.

4. Employers are looking for individuals who are able to express themselves clearly in interpersonal and/or public speaking situations.
   a. Every job seeker, therefore, must be able to communicate a feeling of self-confidence in the interview.
   b. Since we are not used to praising ourselves, voicing our good qualities in the interview setting can be an uncomfortable situation without adequate beforehand preparation. Such preparation will be offered in this course.
   c. You will be asked to perform a number of tasks and exercises that will give you practice in self-appraisal. These exercises should go beyond the realm of this course and be integrated into your daily lives.
   d. An adequate resume and the necessary technical skills may not be enough to <u>get the job</u>! The applicant <u>must</u> be able to verbally convey his or her worth to the employer.
   e. A lack of self-confidence as a communicator--being reluctant to orally evaluate oneself to the employer--may certainly lead to failure in the job interview.

f. Professional interviewers complain that applicants constantly relate poor self-images by putting themselves down in the interview. Most employers will not take the time to probe for an applicant's good qualities. The interviewee is expected to communicate achievements and successes as they relate to the job he or she is seeking.

g. To get the job, the applicant must be able to convey a clear picture of his or her value to that company. The question being answered is, "Why should I hire you?"

1) The interviewee must not be afraid of self-disclosure or of failure. People with a positive self-concept are more willing to take potential growth-producing risks. Going to an interview could be perceived as a risk even to the person who feels technically qualified for the job, if unprepared for the interview itself.

2) The self-concept is, "the individual's total perceptual appraisal of oneself, physically, socially, and intellectually (Del Polito, 1977)." How the applicant sees himself or herself will have great

bearing on how the employer perceives him or her as a potential employee. In this course, ways for you to both evaluate yourselves realistically and to become more comfortable about expressing your good qualities will be initiated.

5. During the first week of this course, you will begin your self-enhancement program by taking inventory of past accomplishments from a positive perspective. This is not to say that you should completely ignore your weaknesses. You'll be asked to reveal those later in the course. For the beginning, concentrate on only your positive attributes. They can be used to defend less strong qualifications in the interview.
   a. After you have compiled your lists and have had others provide realistic feedback, each of you will objectively analyze your strengths as to their value to the future employer. This is the first step towards helping you realize that you can be successful in the job interview. Preparing you to feel comfortable about verbalizing those strengths out loud is the next step.
6. At this point, the instructor should briefly

review the four modules of this program:

a. Recognizing the importance of self concept as a communicator in the interview.

b. Evaluating selves realistically.

c. Analyzing strengths as to employable skills.

d. Voicing strengths out loud.

7. Encourage a discussion revolving around the information in this lecture and student handouts. Discuss students' responses to the questions provided in their handout as well as others pertaining to this section or the general purpose of the unit.

IV. Evaluation

A. Insist upon students' completing the questions on page two of the first handout. Check their understanding of the material covered through class discussion and oral questioning. Go over each question.

SECTION TWO

I. Evaluate Self Realistically

Students will begin the self-enhancement program by taking inventory of past accomplishments from a positive perspective. It makes no sense to study weaknesses, for, no one hires us because we cannot do something (Irish, 1973). Being aware of certain weaknesses, however, will help the job applicant to prepare statements that defend less strong attributes with positive ones.

II. Objectives

A. Students will be able to generate a broad list of past accomplishments/positive qualities.

III. Instructional Strategy

A. Materials

1. Handout: "Categories of Personal Strengths" (#2) Students should be made aware that this list is by no means complete. Encourage them to expand upon these suggestions and add a number of their own.

B. Method (Allow 15 minutes)

1. Encourage students to think in positive terms when developing their "Self-Inventory."
2. This inventory appraisal will start off as a broad list of adjectives, statements, and/or paragraphs which describe the student's strong points.

3. Categories such as physical abilities, mental abilities, social attributes, and personal characteristics are recommended on the handout. At this stage, nothing is irrelevant and everything should be included in the evaluation.
4. Encourage students to have a friend or family member review the list. Mention that a different perspective may reveal talents that the student might have overlooked.
5. Emphasize the importance of self-knowledge and confidence in their success as an interviewee.

IV. Evaluation

A. The instructor should provide supportive, yet realistic feedback to students both orally and in written form at this stage of the unit as well as throughout the course.

B. Encourage them to expand upon certain positive qualities that they may have listed on their "Self-Inventory" sheet.

C. Try to make your evaluative comments as positive as possible. These inventories should not be graded but should be required of every student. It should be evident that the student has put some time and effort into his/her inventory appraisal.

SECTION THREE

I. Analyze Strengths As To Employable Skills

For this section, students will be required to analyze their strengths by narrowing them down to employable skills. While the primary purpose is to focus on positive attributes, the student should keep in mind which of those attributes can be used to offset any areas that are not so strong, should they come up in the interview.

II. Objectives

A. Students will be able to objectively generate a list of past accomplishments that relate to the desired job.

B. Students will be able to analyze past accomplishments in terms of their value to the prospective employer.

C. Students will be able to choose words about themselves that are consistent with the picture they want to present to the employer.

III. Instructional Strategy

A. Materials

1. Handout: "Self-Inventory Sheet" (#3)
2. Handout: "Positive Employee Characteristics" (#4)

B. Method - Part I (Allow 40 minutes)

1. Explain to students that the "Self-Inventory Sheet" will be of value to them as they attempt to narrow down their original inventory appraisals. The objective is for students to develop a final inventory of a minimum of ten employable strengths.

The first five strengths should be items that they feel must be brought out sometime during the job interview. At the bottom of their lists, each student should note two weaknesses that could be brought up if asked. The student should be able to cite behaviors for all of the qualities listed.

2. Before giving students handouts, conduct a discussion on general and/or specific employable skills required of the job applicant. Have students generate as many strengths as they can think of in response to the question conveyed by the employer, "Why should I hire you?" Write these suggestions on the board for everyone to see and note. After receiving the handout, students can compare their answers with those of the employers who were surveyed.
3. This is a list of strengths in response to the eternal question conveyed by the employer, "Why should I hire you?"

Leadership ability
Persistence
Orderliness
Assertiveness
High energy
Good memory
Good speaking abilities
Self-motivation
Willingness to take responsibility
Ability to get along with others
Neat a-pearance and habits
Quick wits
Ability to take orders

Ability to delegate authority
Coolness under pressure (Jackson, 1977)

4. Emphasize that, to get the job, the applicant must be able to convey a clear picture of his or her value to that company. Choice of words is important.
5. Words and phrases used by the applicant will be judged as being consistent with their own beliefs. A negative self-evaluation or adjectives that have negative connotations, therefore, would be destructive in the interview.
6. Require students to cite example of behaviors that indicate they have certain qualities (i.e., How do you know you have leadership qualities? What have you done in the past to prove this?) Thinking about these kinds of behaviors is a preliminary step in the student's preparation for the job interview, where he or she will most likely be asked to orally expand upon his or her positive qualities.
7. Point out the importance of developing an awareness of how others see us. Encourage students to get feedback from friends and/or family members.

C. Part II - Self-Rating (handout #5) Allow 30 minutes

The "Self-Rating Sheet" should be given to students

as an outside of class assignment. Instruct them to first rate themselves on the behaviors listed. They should then fold back the paper so that their responses are hidden and ask a friend to rate them. The same procedure should be followed for a person in authority. Students may also add categories of their own to be rated if they are interested in knowing how others perceive them on other behaviors. After they have had sufficient time to complete the rating form, have students bring it to class for discussion.

The following exercise has been suggested by Leach and Flexman (1978), as a way to help students improve their job interview skills:

1. In-Class Exercise Ask students to examine the responses on their self-rating sheet. Have them compare the following:
   a) Their friend's rating to their own rating,
   b) The authority figure's rating to their own rating,
   c) Their friend's rating to the authority figure's rating.
2. The following questions can be used to discuss the comparison of the ratings of the three persons:
   a) Who rated you most favorably? Why?

b) Why are some of the ratings different?

c) Which of the ratings are the same or nearly the same? Why?

d) What can you learn about yourself from this information?

e) Do you wish some of the ratings were different? How can you change the way others see you?

3. Explain to the students that jobs are not tailor-made to fit the personalities of applicants. Instead, people must adapt to fit the requirements of the job. Have the students determine which behaviors listed on the self-rating sheet are essential in an interview situation. Class discussion should center on the reasons why certain behaviors are essential.

4. Ask students to list on the back of the self-rating sheet at least seven behaviors that might interfer with success in the interview situation.

5. After the students have identified the most important behaviors for success and the behaviors that might interfere with success, the following questions may be used for discussion:

a) How would these behaviors help a person to be successful in a job interview?

b) How could behaviors that were listed on the

back of the self-rating sheet interfere with success in a job interview?

c) Can a behavior that is essential for success in one job interview situation have bad effects in another job interview setting?

6. Follow-up Have the students examine their self-rating sheets regarding the behaviors they identified as being most important for success in the interview situation.

7. Discuss the following questions:

a) On the basis of your self-rating sheet, do you think you would be successful in a job interview?

b) What changes would you need to make to improve your chances for success?

c) How can you go about making changes that would improve your chances for success?

8. The follow-up section of this exercise is best accomplished in individual counseling sessions with the student. Ask the student to bring his or her self-rating sheet to the counseling session described at the end of this manual.

IV. Evaluation

A. Once again, these assignments are not to be graded but are required of ever- student.

B. It should be apparent that the student has put some effort and time into the "Self-Inventory."

C. Make helping comments on their inventory appraisal sheets, encouraging improvement where needed. Give further examples and individual help to students who may require it.

SECTION FOUR

I. Voice Strengths Out Loud

The primary purposes of this section are:

1) to help students understand the communication behavior that will be expected of them in the interview setting;
2) to give students an opportunity to openly express their employable strengths to others, thereby enhancing their confidence in doing so during a job interview.
3) to give students an opportunity to receive as well as give oral and written feedback on performances in behavioral rehearsal.

II. Objectives

A. Students will be able to verbalize past accomplishments in terms of their value to the prospective employer.

B. Students will be able to express their positive qualities clearly and confidently, with emphasis on choice of words that are consistent with the picture they choose to present to the employer.

C. Students will be able to confidently answer the question, "Why should I hire you?," in terms of their personal achievements and qualifications.

D. Students will be able to practice self-appraisal as well as providing a supportive atmosphere and realistic feedback for each other.

III. Instructional Strategy

A. Materials

1. Questions for job applicants. See handout, "Questions Frequently Asked At Interviews (#6)"

B. Method - Part I (Allow one hour minimum)

1. This exercise is designed to be the student's initial attempt at behavioral rehearsal.
2. The instructor is to role-play the part of an interviewer.
3. Students will play the role of themselves as job applicants in a group interview situation.
4. The instructor may design a scenario around a specific job or just ask general questions that require the student to talk about his or her strengths (see Medley, Sweaty Palms for additional questions).
5. Try to let everyone participate at least once or more as time allows.
6. Be a supportive interviewer, encouraging applicants to expand upon their positive qualities.
7. At the end of this exercise, allow students to give oral feedback on their own and others performances. How did they feel as job applicants? How did others perceive them?
8. The instructor may emphasize the positive by associating the person's name with the act. Note negative actions in a more general way.

9. Be honest, yet supportive, with criticisms. Students generally want realistic feedback in these sessions and find that they not only have to be aware of their positive qualities, but that weaknesses are brought up by the interviewer as well.
10. As time allows, the instructor may interview individual students in front of the class. This provides the students with a model for further role-playing sessions in this unit. Later, the student will also be required to act the role of interviewer.
11. During the debriefing, the point of this exercise should be discussed. Many of the students will experience some difficulty in verbalizing what they have previously written in their "Self-Inventory" appraisals. The necessity for verbal practice in expressing our good qualities should be stressed. Adequate preparation for the job interview goes beyond the written material.
12. Have students study the handout on questions that are asked at interviews as well as practice outside of class. Other questions may also be supplied to the student that apply directly to a specific type of job they are interested in (see handout #6B for airline questions).

C. Method - Part Two (Allow 50 minutes) Self-Enhancement

This exercise is adapted from Del Polito's, "Self-Enhancement Program--Praising Yourself (1977)."

1. Explain that employers are looking for the "best" people to fill their jobs, but it is up to the applicant to communicate why he/she qualifies. In doing so, the applicant is essentially being asked to praise him or herself.
2. In our society, the opportunity to praise oneself is not often presented to an individual. Most of us tend to accept our achievements quietly--to be humble. We are often more self-critical than self-appraising. In an interview setting, however, we are expected to do just the opposite. It is only natural to feel tense and uneasy when faced with these contrasting modes of behavior.
3. Del Polito stresses that, "We should accept ourselves--accept our strengths and communicate that acceptance to ourselves and others: our loud (1977)!" The instructor of this unit on employment interviewing should encourage such practice.
4. "The way we behave and communicate with ourselves and others is directly influenced by our perceptions of ourselves," relates Del Polito (1977). Emphasize to students that to be able to master

the technique of "selling themselves" to an employer, they must first be confident in their own success as a job applicant.

5. Point out that you are not suggesting they resort to bragging by constantly complimenting themselves. This, of course, would be an unacceptable act in our society. The job applicant, however, should not be reluctant about discussing achievements honestly and realistically.
6. For this exercise, students will break up into small groups (4-6 members) and sit in a circle.
7. Explain to students that the discussion will begin with one person explaining their personal strengths and accomplishments. She or he should be answering the prospective employer's question, "Why should I hire you?" Have students select a time keeper from their group.
8. Each person must explain their strengths and elaborate on how they relate to the job they are seeking. These strengths are generally the top five strongest attributes from their strength inventory list. It is important for the student to be able to cite behaviors that relate to the strengths they are presenting.
9. Each student should talk for three minutes while the others listen. For the next full

minute other members of the group will offer feedback to the student. Encourage students to provide a supportive atmosphere to their colleagues. The instructor should move around the room from group to group, saving comments for the debriefing.

D. Method - Part III

After students have had an opportunity to study the "Questions Frequently Asked At Interviews" and any other pertinent questions, behavioral rehearsal should continue.

1. At the meeting following the "Self-Enhancement" exercise, the instructor may continue to conduct the various types of role-play interviews (i.e., one on one, panel, or group).
2. It is helpful to tape record these sessions and play back sections during feedback discussions.
3. Point out all factors relating to the student's self-expression, including rate of speech, pitch, volumn, and content of delivery.
4. Having the interviews on tape will give individual students an opportunity to listen to his or her interview again, after receiving feedback from peers and the instructor. Tapes can be made available to students in the audio

visual or individual learning center on campus.

5. The tapes can also be used by the instructor for evaluation and counseling at the end of this unit.

E. As a follow-up to the above exercises, have students add any new positive points they learned about themselves to their strength inventory lists. These items should include any new insights gained from the verbal feedback they received as well as from the experiencial exercises. Strongly urge students to write these items down as soon after the experience as possible, not later than that evening. This type of reflection upon one's performance in the interview setting is another technique for helping students improve their interviewing skills. Encourage students to implement this procedure when they go to a real interview. Since employers do not always tell a candidate why they did not get hired, the written information can be shared with a teacher or counselor in an attempt to help the student improve. Often times, students discover the problem area themselves as they write out everything they can remember about the interview. An assignment sheet (Handout #7), may be used to explain this procedure.

SECTION FIVE

I. Culminating Oral Activities

The purpose of these exercises is to put to practice all of the concepts that have been reinforced throughout this unit on self-enhancement in the interviewing class. Students should complete all assignments prior to this section. They should be familiar with their personal "Strength Inventory" lists and be able to cite behaviors for the items they have listed. Point out that the first five items on their inventories should be the ones they definitely want to get across during a job interview. At the very bottom of their lists, the students should write down two of their weaknesses. Remind students that a healthy self-concept is aware of both strengths and weaknesses. Admitting less strong attributes in an interview may be followed by emphasizing a strength.

II. Instructional Strategy

A. Handouts: "Interviewee Rating Forms," I and II (#8, #9)

B. Method - Part I (Allow 2 hours)

Have students break up into small groups of three to five.

1. The assignment is to design a scenario of their own. Students may choose any type of interview they desire to present (i.e.,

2 interviewers and one applicant, one interviewer and four applicants, etc.)

2. Instruct students to agree upon the industrial setting and the specific job. Outside research may have to be done here.
3. Each scenario will be performed in front of the class. Styles of interviewers should be discussed when this assignment is given (i.e., supportive or stress interviewers).
4. In an effort to add realism to this situation, instruct students to come to the interviews dressed and prepared.
5. On the day of presentations, those in the audience are to be given rating forms and asked to critique applicants. It is best to have an audience member rate only one candidate at a time. By numbering the applicants and having the audience count off in fives each candidate will have at least three feedback forms. By using both forms I and II students will be able to get responses on a variety of items.
6. Interviewers will not be rated, but oral feedback should be offered directly after each interview to everyone.
7. The instructor may rate the performances of all applicants on form #10. Comments should

also be included for the interviewer. This rating form will be used in the individual counseling sessions when giving students feedback.

7. As mentioned, oral evaluation should take place after each group's presentation. Students will receive the written rating forms filled out by their colleagues at the next meeting. (Note: It is interesting for the instructor to look over these forms before giving them to the "applicants." On the whole, comments were found to be very perceptive and valuable to the student who was critiqued. Evaluators were not required to write their name on the rating form. This seemed to encourage honest responses.)

B. Method - Part II (Allow 2 hours) Panel Interviews

1. As a follow-up to the above exercise, panel interviews may be conducted in class for additional practice. This will give the previous interviewers a chance at playing the role of job applicants. Students are generally enthusiastic about performing in this final exercise.
2. Arrange chairs in two rows, facing each other (5 to eight in each row). One row of students will be designated as interviewers and the other as applicants.

3. The teacher may choose to design one or more situations around a particular job on a specific industry. This would depend upon the nature of the class. If students are quite diverse in their job goals, the more general questions (such as those on the handout), may be more appropriate.
4. In this exercise, interviewers and applicants should both use names when appropriate and uphold their end of the conversation. These points were probably covered earlier in this unit but should be reemphasized.
5. The panel interview should continue until each interviewer and interviewee has had a chance to speak more than once. Students will then switch roles and repeat the process. Others from the audience may trade places with those on the panel at this point.
6. During the debriefing, after each panel's presentation, instructor and student comments can be discussed.
   a) How closely did these exercises replicate the actual interview situation? What are the similarities? The differences?
   b) How did you feel as an interviewer? Interviewee?
   c) Do you feel that the preparation you have

gone through in this c/urse has better prepared you for this mock interview situation? The real interview?

SECTION SIX

I. Conclusion - Bringing it all Together

As a conclusion to this unit, students should be encouraged to practice self-praise, making it a permanent part of their speech repertoires. Such practice includes not being reluctant to admit their achievements, accepting compliments from others, and self-acceptance in the presence of others. At this point, the instructor should also tie-in the introductory information on how self-concept is developed and maintained. In individual counseling sessions, the instructor will have an opportunity to give feedback to students as well as answer any personal questions they may have.

II. Objectives

A. Students will be able to recognize the importance of concept in themselves as communicators, both in every day life and in the employment interview setting.

III. Instructional Strategy

A. Method - Part I (Allow 30 minutes)
Impart initial information via the lecture method. After delivery of that information, encourage discussion.

B. Students should recognize the need for honesty, genuineness, and realism in their self-appraisal.

1. Emphasize the necessity for more verbal practice, on a daily basis, in preparation for the interview.
2. Tie it all together; briefly review what has been covered during the past 11 weeks of instruction.
3. Conduct a discussion around the follow-up papers, the outcome of exercises, and the self-inventory appraisal. Point out the progressional process they have accomplished during this unit.
4. Ask students to comment on their personal feelings about themselves as interviewees and communicators.
5. Each student should leave the course with a better understanding about himself or herself as a communicator and as an interviewee.
6. Each student should have compiled and refined a thorough list of past accomplishments about himself or herself that might be appropriate for the interview setting--employable skills.
7. Emphasize that the self-inventory appraisals they have each compiled can be optimally beneficial to them only through verbal practice and continual revision. Know the product that is being sold in the interview!

C. Method - Part II <u>Micro Counseling</u> (Allow 5-10 minutes per student)

1. To complete this unit on interviewing, students

should sign up for individual counseling appointments.

2. Tell students to bring their final "Strength Inventory" as well as any questions they may have to these sessions.
3. Instructor comments should be based upon class performance, assignments, and the final inventory. Students may also wish to discuss the "Self-Rating Sheet" and/or other feedback they have received from peers or the instructor.

IV. Evaluation

A. The final inventory appraisal is not to be graded but is required of every student. It should be evident that some time and effort has gone into it's development.

B. The inventory should include a thorough list of employable skills that reflect thoughtful consideration by the student. At least two weaknesses should be mentioned but emphasized by a strength.

C. Offer supportive, yet realistic feedback both in writing and orally.

HANDOUTS

SELF-CONCEPT

Self-Concept, What is it?

There are many different ways of defining this term, but probably the clearest way to think of your self-concept is as the image you hold of yourself. If you could imagine a special mirror that not only reflected physical features, but also allowed you to view other aspects of your emotional states, talents, likes, dislikes, values, roles and so on--then the reflection you'd see looking back at you in that mirror would be your self-concept.

How does your self-concept develop?

Everyone's self-concept is shaped by those around him or her. To the extent that you have received positive messages, you have learned to appreciate and value yourself. To the degree that others have co-municated negative signals, you are likely to feel less valuable, lovable, and capable. The evaluations others make of us are the mirrors by which we know ourselves.

In adult life, self-concept formation is especially affected when messages come from what sociologists term "significant others"--those people whose opinions we especially value. Evaluations of a few especially important people can have long-range effects.

In addition to specific influential individuals, each of us also formulates a self-concept based on the influence of various reference groups to which we are exposed. To a great deal, we judge ourselves by the way others see us.

While it's true that some features of the self are immediately apparent, the significance we attach to them--the rank we assign them--depends greatly on the opinions of others. After all, there are many of your features that are readily observable, yet you don't find them important at all because nobody has regarded them as significant. Thus, the importance of a given characteristic in your self-concept has as much to do with the significance you and others attach to it as with the existence of the characteristic.

Adler & Towne Looking Out, Looking In

Assignment

Read the information on the preceding page, and BE PREPARED to discuss the following in your next class session.

Write your answers to these questions on a separate sheet.

1. Describe ways in which one's self-concept is developed.

   Give examples of the formation of your own self-concept.

2. What exactly is a self-concept?

3. What is a self-fulfilling prophecy? How do you think it might effect one's self-concept?

   How might self-fulfilling prophecies hinder communication in the job interview setting?

4. Describe ways in which the self-concept might be maintained.

   Give examples.

5. Why is the study of self-concept relevant in a course on employment interviewing?

CATEGORIES OF PERSONAL STRENGTHS

This is a list of categories to get you started on your self-inventory appraisal. Think in positive terms when compiling your personal list. At this initial stage of your inventory, try to generate a very broad list of your past accomplishments and/or positive qualities. For now, they need not relate directly to the job you may be interested in. Be sure to have a friend and/or family member review the list. A different perspective may reveal talents you might have overlooked.

Be aware that this list is by no means complete. You are encouraged to add a number of your own categories.

Personal Characteristics: Are you cheerful? Thoughtful? Understanding? Helpful? Loyal? Enthusiastic? Flexible? Patient? Sincere? Honest? Attentive? Alert? Aware? Courteous? Efficient? Empathetic? Optimistic?

Social Attributes: Are you a good conversationalist? Active listener? Good public speaker? Have leadership qualities? Group participant? Do you use language effectively? Make friends easily? Interact easily with others? Make others feel comfortable? Supportive? Independent? Do things on your own well? Love other persons: parents, siblings, special friends?

Mental Abilities: Are you good with numbers? Ideas? Practical logic? Organizing thoughts? Writing poetry, music, or stories? Telling stories? Academic subjects? Nonacademic subjects?

Physical Abilities: Are you good at sports? Which ones? How about dancing? Music? Art? Crafts? Fixing things? Cooking? Gardening? Reading?

Del Polito, Intrapersonal Communication

SELF-INVENTORY SHEET

1. To describe myself I can frankly say that I am
2. From my outward personality, people think that I am
3. My ideal work situation is
4. What from my education (elementary, secondary, college) did I learn that I could now apply or use on the job.
5. Courses or subjects I liked in school included
6. Courses or subjects I disliked in school included
7. Skills and abilities that I have and can use well include (occupational, domestic, social, etc.)
8. Skills and abilities I have that I wish to develop further include
9. New skills and abilities I want to acquire include
10. Realistically, I am suited at this time for the job or jobs of
11. When I am not working, I spend my time
12. Types of people that seem to rub me the wrong way include
13. If I were the boss of my own company, I would expect from my employees
14. Success for me means
15. What must I do to be successful
16. The advantages of my chosen field are
17. The disadvantages of my chosen field are
18. I like working regular hours because
19. I like working irregular hours because
20. Reasons why I should be hired include: (list <u>at least</u> 5)
21. My major weaknesses are

POSITIVE EMPLOYEE CHARACTERISTICS

In order to help you analyze your strengths as to employable skills, here is a list of strengths in response to the eternal question conveyed by the employer, "Why should I hire you?"

Leadership ability
Persistence
Orderliness
Assertiveness
High energy
Good memory
Good speaking abilities
Self-motivation
Willingness to take responsibility
Ability to get along with others
Neat appearance and habits
Quick wits
Ability to take orders
Ability to delegate authority
Coolness under pressure

This list of characteristics has been compiled from a survey of employers who were asked, "What do you look most for in the people you interview?" (Jackson, 1977)

So far, you have been asked to generate a very broad list of your positive qualities. Take a closer look at your self-inventory appraisal and develop categories like the ones above that will be meaningful to the employer.

Do not feel that you must stay within the categories above. Create a number of new ones that may apply to the employment interview, in a general sense, or that apply specifically to the job you are seeking.

This assignment will require some careful thought, time, and effort on your part. Think of it as an initial step towards your success in the job interview!

Self-Rating Sheet

Here is a list of words which describe different behaviors. In the column labeled SELF, rate yourself on each word, using the following scale:

5 = always 4 = usually 3 = sometimes 2 = seldom 1 = never

After you have rated yourself on all behaviors, fold back the column labeled SELF. Then ask a friend to rate you on all behaviors in the column labeled FRIEND.

After a friend has rated you on all behaviors, ask a person in an authority position to rate you. Examples of persons in authority are teachers, employers, supervisors, and parents.

Always =5 Usually = 4 Sometimes = 3 Seldom = 2 Never = 1

BEHAVIOR DESCRIPTION	AUTHORITY	FRIEND	SELF
assertive			
ambitious			
cheerful			
concerned for others			
confident			
cooperative			
dependable			
good communicator			
energetic			
poised			
neat appearance			
energetic			
enthusiastic			
listens well			
friendly			
good leader			
hard working			

Self Rating Sheet

5 = always 4 = usually 3 = sometimes 2 = seldom 1 = never

BEHAVIOR DESCRIPTION	AUTHORITY	FRIEND	SELF
helpful			
honest			
neat			
outgoing			
optimistic			
patient			
persistent			
pleasant			
respectful			
responsible			
self-centered			
serious			
shy			
tactful			
thorough			

Always = 5 Usually = 4 Sometimes = 3 Seldom = 2 Never = 1

Adapted from Leach and Flexman, Balance Sheet 59, 7, 1978.

QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

Surverys in various companies indicate these are questions frequently asked at an interview. Give considerable thought to answering these questions.

1. What are your future vocational plans?
2. In what school activities have you participated? Why?
3. What school courses did you like best? Least? Why?
4. What do you think determines a person's progress in a good company?
5. Do you prefer working with others or by yourself?
6. What is your major weakness?
7. What types of books have you read?
8. Define cooperation!
9. What are your major strengths and weaknesses? How do you know this?
10. What are your own special abilities?
11. What was the most enjoyable job you ever had? Why was it enjoyable?
12. Do you think that school grades should be considered by an employer?
13. What have you learned from some of the jobs you have held?
14. How do you spend your spare time? Hobbies?
15. Why do you think you would like this particular type of job?
16. Are you willing to accept a lesser position than what you are applying for?
17. Are you willing to relocate where the company wants to send you to?
18. What do you know about our company?
19. What personal characteristics are necessary for success in your chosen field?
20. What qualification do you have that make you feel that you will be successful in your field?

21. What jobs have you held and why did you leave?

22. What are the disadvantages of your chosen field?

23. Tell me a story!

24. How do you do to keep in good physical condition?

QUESTIONS COMMONLY ASKED AT AIRLINE INTERVIEWS

1. What can you add to our company as an employee?
2. What personal characteristics do you possess that are necessary for a job with our company? Why?
3. What are your weaknesses?
4. Why do you think you would like a job as a F/A? T/A?
5. What are your own special abilities?
6. Describe yourself!
7. What is the job of a F/A all about? What are the duties?
8. To a male: What would you do if another man on the flight (a pax) asked you for a date?
9. To female: How do you feel about having men on board?
10. To male: How do you feel about being in a career that has, in the past, been open only to women? Why?
11. What were your likes and dislikes about your previous job?
12. How would you deal with a drunk passenger? An irate passenger?
13. Relate a personal experience: something you saw on a flight and would have handled in a different way or something that annoyed you that the F/A did.
14. Why do you think we have such extensive interviews?
15. What job do you eventually want to have with our company?
16. Tell me about the "airline career" courses you have taken in college? Which of those courses was the most important to you in terms of your future job success?
18. What do you look for in a job?
19. What kinds of people upset you the most?
20. How do your past jobs, experiences relate to the job you are applying for?
21. As a F/A, what would you find least appealing? What would disappoint you the most?

22. What will you do if you are not accepted by this airline?

23. How do you let out frustration?

24. In what areas do you wish to develop yourself further?

25. Do you feel comfortable about this interview?

26. How would you know whether or not you have succeeded or failed on the job?

27. How does your family feel about your wanting to become a F/A?

28. What was the worst thing that ever happened to you and why?

29. What do you know about our company?

30. Why did you choose our company?

31. What do you expect of a F/A on board when you are traveling?

32. When did you decide to become a F/A?

33. Why do you think you would be a good F/A?

34. What difficulty do you foresee in relocating, moving to a strange city?

35. What living public figure do you admire the most and why?

36. What is your greatest accomplishment?

37. If you were interviewing, what would you look for in a F/A?

38. What fears or reservations do you have about becoming a F/A?

39. What are some of the negative factors about the job of a F/A?

40. What do you think has the most influence in obtaining a job?

Rank order:
___being in the right place at right time
___knowing someone
___education of candidate
___positive attitude
___hard work

41. What personal characteristics are necessary for success in your chosen field?

42. Tell me a story!

43. What do you do to keep in good physical condition?

44. Is there anything else you would like to add?

45. Do you think we have a good picture of you now?

****

Study these and other questions. Write down your answers to each of them. Spend some time thinking about your responses. Role-play the interview situation until you become comfortable with your communications.

IMPORTANT!!! Take the time to concentrate on your strengths: KNOW YOURSELF, be honest, and practice communicating your good qualities!!!!!!!!!!

Assignment

Follow-up to Section Four

One way to improve your interviewing skills is to write down everything you can remember about the interview as soon after the event as possible. During this reflection process applicants often discover for themselves what aspects of their performances need improvement. An instructor or counselor may also be able to help you detect weaker areas. Writing this information down also helps the candidate to provide consistent information if he or she is invited to a second or third interview with the same company.

The exercises you have just participated in were designed to give you an opportunity to openly express your employable strengths to others. Hopefully, these activities have made you feel more confident about doing so in the job interview.

The other students in your group provided feedback to you. During this session, additional strengths may have been discovered that were initially overlooked by you. As a follow-up to these exercises your instructor is asking that you take some time outside of class to summarize all the information you learned about yourself in these sessions. Positive points should be added to your strength inventory list.

#8 55

Name of Applicant_____

INTERVIEWEE RATING FORM I

Businesslike Appearance	Yes_____ No_____
Poise/Self Confidence	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Maturity	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Attitude/Enthusiasm	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Verbal Communication Skills	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Alertness/Perceptiveness	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Motivation/Initiative	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Expressed Career Interest	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Related Experience Background	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Presents Overall Favorable Impression	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Applicant Performance Rating:

Excellent _____
Good _____
Fair _____
Needs Improvement _____
Poor _____

Comments:

(Adapted from Anthony Medley, Sweaty Palms, The Neglected Art of Being Interviewed)

INTERVIEWEE RATING FORM II

Name of Applicant _____

Outstanding *
Below Standard Desired --

	N/A	4	3	2	1	Considerations
BUSINESS LIKE APPEARANCE						
PERSONALITY						Congeniality, self-assurance, poise, tact attitude, maturity judgement
SELF-EXPRESSION						Grammar, clarity vocabulary, articulation, ability to communicate ideas
LEADERSHIP						Supervision, elected offices, extra-curricular activities
DEMONSTRATED CAPACITY TO LEARN						Common sense, alertness, academic success, analytical ability, perceptiveness
PARTICIPATION						Participation in activities, self-starter, energy level
CAREER INTEREST						Knowledge and research into our business, background, interest, responsiveness, logical and complete inquiry, enthusiasm
Overall Evaluation						

_____Recommend for Hire
_____Do not Recommend for Hire
Remarks:

Group_____ Scenario Evaluation by Instructor

EVALUATION OF APPLICANT

Rate the effectiveness of the interviewee on a scale from 1 to 5 (5 = excellent, 4 = good, 3 = fair, 2 = needs improvement, 1 = poor).

	Rating
1. Presents a favorable impression.	
2. Admits potential weaknesses but follows by emphasizing a strength.	
3. Demonstrates the ability to carry on a conversation.	
4. Demonstrates that she/he is aware of her/his positive qualities.	
5. Discusses achievements with confidence.	
6. Demonstrates the ability to clearly and confidently "sell her/his self."	
7. Appears confident.	
8. Expresses good points without sounding as if she/he is bragging.	
9. Demonstrates that she/he is aware of past accomplishments and how they relate to the job.	
10. Answers questions directly, clearly, and confidently.	
11. Is convincing in her/his attempt to demonstrate she/he will be an asset to the company.	
12. Emphasizes his/her specific qualifications.	

Additional Comments:

Name of Applicant

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*Suggested Reading List